DEVELOPING CORE COMPETENCIES FOR TRAINING OF THE ALASKA COLLEGE AND CAREER ADVISING CORPS

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# DEVELOPING CORE COMPETENCIES FOR TRAINING OF THE ALASKA COLLEGE AND CAREER ADVISING CORPS

A

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## Abstract

For business and organizations, employee training directly impacts the overall performance, competitiveness, and innovation which could lead to its ultimate success, or failure. In addition, training should directly relate to the values and goals of the organization. In the United States, over 200 billion dollars is spent on more than 20 billion hours of formal and informal training each year. Much is done without a framework to direct it to insure is addressing needs of employees and the organization.

By designing training programs around specific core competencies, businesses and organizations can align training with the specific skills, knowledge and behaviors required to succeed in the job. Core competencies clarify specific requirements and expectations of the job while supporting the strategic direction of the organization. One method of determining the core competencies for a job is through a DACUM (**D**esigning **A C**urricul**UM**) process. DACUM is not a difficult process to undertake and utilizes experts in the job in question to determine the knowledge, skills and abilities required to successfully perform the job.

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## Dedication

The completion of this project and the degree it accompanies has been multiple years in the process. Multiple groups and individuals have influenced my direction with this research project, along with my ability to reach this point. With that in mind I am please to dedicate this project to the following:

- To the staff of the Alaska College and Career Advising Corps for your commitment to inspiring Alaska's youth to develop a plan for their future and giving them the tools to start their journeys. Your creativity, enthusiasm and dedication both amaze and inspire me.
- To my wife Wendy and our sons Jesse, Jade, and Benjamin; for allowing me the time to complete my coursework and research even though it complicated our already hectic family schedule for many semesters of one course at a time. At times it seemed as this stage would never come. I love you all and could not have done this without your support, encouragement, and willingness to compromise your schedules.
- To my parents, thank you for instilling a strong drive and a commitment to following through to reach a goal, even if it seems distant and out of reach. I love you both.
- To the Lord God, what I have accomplished thus far and what I have yet to accomplish is all through You. It is only by Your grace this project is completed.

## Chapter 1 Introduction

In today's changing workplace, training is viewed as integral to the proper performance of employees leading to the ultimate success of the business or organization. Bills and Hodson (2007) suggest that investments made in education and training that build an individual's abilities and skills represents human capital. In fact, some view human capital as key to gaining a competitive advantage and increased value over others (Anithea & Thenmozhi, 2011).

With this in mind, the emphasis placed on developing quality employee training programs must be high with a focus on outcomes. Considered an applied science by some (Chen & Klimoski, 2007) there are many components to a comprehensive training and development program including the initial socialization and orientation of new employees, assessing the needs of staff to ensure top performance, designing active learning opportunities, selecting the proper delivery method, gauging understanding, and evaluating impact and retention.

In the United States nearly 60 billion dollars are spent annually on more than 20 billion hours of formal training (Cekada, 2010; Bills & Hodson, 2007; Hamm, 2000). According to Training Magazine's 2012 Industry Report, 55.8 billion dollars were spent on formal training in 2012 representing a 6.5 percent decrease from 2011 (p.21). In addition to formal training it is estimated up to an additional 180 billion dollars are spent on less structured, informal training for continued learning and professional development (Cekada, 2010; Carnevale, 1999). Tharenou, Saks, and Moore (2007) state, "the knowledge and skills of an organization's workforce have become increasingly important to its performance, competitiveness, and innovation" (p. 251). In considering the potential impacts of training programs on a workforce, this spending would appear justified for any company or organization hoping to succeed.

By acknowledging that American employers dedicate so much money toward employee training one would assume the impact and takeaway to be substantial and long lasting. To the contrary, Cekada (2010) suggests only ten to 15 percent of training content is actually retained after one year. This is alarming considering the lack of a return on the investments made in training and brings about questions of why the learning is not more lasting. Bills and Hodson (2007) claim it could be because much of the training in the United States is done without a broad framework to direct its outcomes. It is their assertion the lack of a framework results in a system of training programs without a clear pedagogy lacking solid delivery structures and utilizing limited evaluation techniques.

If training results in a competitive advantage for an organization, having a framework of the skills and abilities, or core competencies, leading employees to achieve success would be very important (Hu, 2010; Baker, Pearson, & Chipman, 2009). By utilizing a set of core competencies to guide training design there is great potential for employees and organizations to succeed. Core competencies "identify skills, knowledge and attitudes that competent employees should demonstrate" (Baker, Pearson, & Chipman, 2009, p.138) which are "gained through life experience, on-the-job training, and training programs" (Holton, Coco, Lowe & Dutsch, 2006, p. 211). Many organizations have developed sets of competencies that not only become a basis for training, but also inform the recruitment, hiring and evaluation of their employees. If a set of core competencies does not exist there are processes organizations may use to develop them. Three examples of such processes include the Instructional Systems Design or ISD, the Behavioral Skills Outputs or BSO, and the Designing A Curriculum or DACUM (**D**esigning **A** **C**urricul**UM**) process. The ISD process considers performance based on norms, where the BSO process places emphasis on present work outputs and desired performance. Both options are

very time consuming and costly to use. The DACUM process determines the skills, duties, and tasks associated with an occupation. It is relatively inexpensive and does not require a large time commitment to complete. The final outcome of a DACUM process is a skills profile existing of core competencies leading to development of a competency-based training program. In these programs the focus is on demonstrating employees have achieved measurable competencies as a result of the training. (Hamm, 2000) They would align with the specific knowledge, skills and abilities leading to success in the workplace and ultimately for the organization.

## 1.1 Problem Statement

The Alaska College and Career Advising Corps (ACAC) began in 2009 as a means to address the low postsecondary participation and completion rates of Alaska's high school graduates. The program, housed in the Alaska Commission on Postsecondary Education (ACPE), was initially funded by a federal grant and employs recent college graduates as near-peer mentors known as College and Career Guides. To be eligible for hire, the guides must have completed their bachelor's degree within the past year, and will serve for a maximum of two academic years in select partner school(s). ACAC's guides are embedded in high schools across Alaska, in communities located both on and off the road system. They work with students, parents and the school community to: increase awareness of postsecondary options; develop greater aspirations toward postsecondary education; assist students and parents in accessing postsecondary education; and facilitate the transition from high school emphasizing the completion of their postsecondary education and career plans. ACAC is an affiliate member of the National College Advising Corps (NCAC) and one of more than 20 similar programs nationally.

The guide's role is truly that of a generalist and as such their training covers many topic areas and skill development needs. Guides must provide advising to individuals and groups, create and facilitate workshops, promote their services, engage students, advocate with administration and the greater community, interpret program data and perform various administrative functions. They must be analytical and creative at the same time. In addition, being freshly out of their own undergraduate studies, this is often their first professional employment, so training on a variety of administrative and soft skills is necessary to help them succeed. Guides are located in schools far from direct program supervision. Some are off the road system and only accessible by air travel. They must be able to assess a situation, develop a plan, and implement the appropriate actions with little direct guidance. Adding to the challenge of training, guides serve for no more than two years in position which creates a guaranteed turn over in staff each year and an annual need for a complete training program.

Since the start of the Corps, some level of orientation and training has been provided to the guides each year, the length and content of which has changed greatly. In the first year, formal orientation and training lasted a total of four days and focused mainly on key activities of the postsecondary planning process. In reality much of the learning took place as the result of first-hand experience or trial and error while on the job (M. Klodt, personal communication, February 20, 2014). As the Corps grew, so did the length and content of the training program, with the most recent lasting more than three weeks. The content has been influenced by issues guides have faced in the field, in addition to increased responsibility and oversight of the guides. The current training program addresses a variety of content including what previous guides have learned on the job; specific compliance training required by our parent agency, the Alaska

Commission on Postsecondary Education; and topics representing best practices from affiliated programs of the National College Advising Corps.

Current and previous training programs have been designed from a grab bag of topics related to the type of work and the on the job experiences of previous guides. The training schedule is often full days of presentations or activities covering many diverse topics ranging from "how to" sessions to introduction to various resources available in Alaska. The packed schedule is most likely a result of limited time together as a staff, and the perception associated with grant funded programs, where every moment must be accounted for with appropriate and allowable activities. This approach could appear as training just for the sake of training (Holton, et al., 2006) which is an "ineffective method of improving performance" (p.211). It often results in an overload of information, much of which is not necessarily timely or needed to succeed in their role. For example a training session in July may focus on knowledge and skills not actually called upon until January or February.

Most guides are deployed to schools in communities requiring air travel, or at minimum a multi-hour drive, to reach. As a result, direct access to their supervisor in Anchorage is limited resulting in a perceived need to cover as much as possible in the limited face-to-face time available. This leaves limited time to internalize information. Additionally there are no assessments to gauge a guide's understanding of the training materials and the amount of knowledge gained and retained as a result of training. Ultimately there should be real concern if the training content is truly being retained by staff. Cekada (2010) suggests many times only ten to 15 percent of the actual training content is retained after the first year.

The existing training program, as is, effectively gathers and pushes out large amounts of information related to the College and Career Guide role, but as one might expect there are gaps

in the design, delivery and evaluation of the program. As stated earlier, they are not designed around set standards, but a list of what is believed needed and the belief "if is not broken there is no need to fix it." In all actuality, industry or organizational standards do not exist for the ACAC, NCAC or this niche of college access work. There are best practices used to inform the current content. In addition there has not been a formal evaluation of existing (or previous) trainings. Without an evaluation of content it is not known where current training aligns with the knowledge, skills and abilities guides need to succeed.

## 1.2 Statement of Purpose

Training for improving employee competencies is central to the success of a training program (Holton et al., 2006). Competencies also aid in aligning an employee's behavior and skills with the organizations strategic direction (Testa & Sipe, 2012). In addition, competency based training models are not only useful in designing training for requisite skills but also to clarify expectations and requirements for effective performance.

This project will directly address gaps in training design by engaging experts in the field, current and previous College and Career Guides, in a modified DACUM process**.** They will serve as members of a DACUM Panel responsible for determining a core competency profile representing the skills, duties, and tasks associated with being a College and Career Guide. This profile would inform the development of a competency-based training and development program for future College and Career Guides.

## Chapter 2 Review of Literature

In reviewing literature on the development of core competencies and competency based training, eight themes emerged. First discussed will be core competencies in an effort to better understand what they are. Second, the processes by which core competencies are determined and utilized, and potential challenges of competency-based training will be acknowledged. Next, the DACUM process which was selected for this project will be described including the benefits and challenges of processes. Training, what constitutes effective training, and information on the financial commitment toward training programs will be fourth, fifth and sixth respectively. The role and importance of employee socialization, orientation, and workforce mentoring will be seventh. The final area will focus on learning that takes place as a result of training programs.

### 2.1 Core Competencies

Core competencies are the "combination of observable and applied knowledge," (Hu, p.538) skills, attitudes, and behaviors considered essential for a person to succeed in a role (Baker, Pearson & Chipman, 2009; Haueter, Macan, &Winter, 2003; Holton et al., 2007; Hu, 2010). They help organizations create a competitive advantage over others (Hu, 2010). Most often core competencies relate to employment situations, but can apply to anything with specific roles and a desired outcome. It is important to note they represent more than just mere job knowledge (Anitha & Thenmozhi, 2011) and are different than abilities in that competencies represent underlying cognitive functions where as abilities are generally operational outcomes (Holton et al., 2006).

Competencies represent the knowledge, skills and abilities which may exist prior to employment or can be gained through training and on the job experiences. Competencies can also be used for selecting and evaluating employees (Marelli, Tondora & Hoge, 2005) and by

"incorporating those competencies into training … the capacity of an organization to better serve its customers can be enhanced and sustained" (Liles & Mustain, 2004, p.77). Since competency based training is tied to the mission and goals of an organization, it has become popular for improved performance and success in the workplace and ensuring training is designed to produce desired knowledge and skills (Holton et al., 2006; Pang, 2009; Testa & Sipes, 2012). Liles & Mustain (2004) assert "competency based models can be used to create infrastructure that promotes innovation and continuous learning in every dimension" (p. 77).

Even with the benefits of competency based models there are challenges. According to Marelli, Tondora, and Hoge (2005) a key element in the success of any competency based project is the ability to convince those who will participate or be affected of its value. The positive buy-in, commitment, and ultimately cooperation of these stakeholders are crucial. Ultimately, the value of a competency model lies in its application.

## 2.2 The Process of Determining Competencies

In acknowledging that core competencies are important to improving the outcomes and performance of organizations one must consider how they are determined. According to Marelli, Tondra, and Hoge (2005) the process of identifying them has become a "complex and sophisticated endeavor" (p. 534), which is echoed by Leigh et al. (2007). The process should be highly participatory and relate to real world tasks representing what learners, researchers and most importantly experts in the field consider are critical. (Liles & Mustain, 2004).

DeOnna (2002) discusses two methods. The first, the Instruction System Design (ISD) is based on norms and focuses on what is wrong with performance. The second, Behavioral Skills Outputs (BSO) compares current work outputs against desired performance. While both processes have unique benefit, both are time consuming and costly to use. A third model, the

DACUM (**D**esigning **A** Curricul**UM**) engages experts in the field to determine the knowledge, skills, and abilities needed to perform the job. A DACUM is relatively inexpensive and does not require a large time commitment to complete.

2.3 The DACUM Process

The selected process, DACUM, places emphasis on the power of group synergy, interaction, and consensus; buy-in of employer and employees; and a future orientation (Baker, Pearson & Chipman, 2009; DeOnna, 2002). If done in-house a DACUM process often results in increased morale because of ownership created by an employee's inclusion in the process. Notable disadvantages include the low level of visibility in the public sector and the fact quality is based on the panel members and facilitator of the process (DeOnna, 2002).

The DACUM process was designed to reduce two frequent training errors: failing to teach what should be taught and teaching things which should not be taught (DeOnna, 2002). The process utilizes a facilitator working with the DACUM committee, a group of experts in the field, to analyze job related tasks. Five to 12 committee members are selected based on competence, knowledge, and leadership experience to determine the duties and tasks associated with the selected occupation. In a true DACUM process, the facilitator must receive training and be certified (Baker, Pearson & Chipman, 2009; DeOnna, 2002; Halbrooks, 2003). The final goal of the DACUM process is a skills profile to serve as an outline for the development of a training curriculum (Halbrooks, 2003). The specific steps are known as a DACUM workshop and are described by Halbrooks (2003) as:

1. Orientation must include a process overview and rationale for using the DACUM process.

2. A review of the occupation for an agreed upon definition and general duties of the occupation.
3. Identification of the general areas of responsibility for the occupation.
4. Identification of six or more specific tasks in each of the areas of responsibility.
5. Review and refinement of each task and duty statement for accuracy.
6. Task and duty statements are arranged in a logical sequence.
7. Identification and differentiation of entry level tasks as compared to advanced skills.
8. Completion of additional tasks including refining working definitions, rating importance and frequency of tasks, and a review of the DACUM chart for consistency with other charts.

Outside of the workshop process, the facilitator ensures information is organized correctly into a chart guaranteeing the proper structure of information. The final stage in the DACUM process is verification of work done by the committee in identifying tasks required for the job in question. Verification can be completed by current workers reviewing the task statements determined by the committee (DeOnna, 2002; Halbrooks, 2003).

Closely tied to the DACUM process is the Systematic Curriculum and Instructional Design, or SCID model for curriculum development. SCID is the "basis for the DACUM process" (Appleton et al., 2007, p. 493) as it incorporates the same steps as a DACUM process to inform the curriculum design, instructional development, training implementation and program evaluation (Appleton et al., 2007).

## 2.4 About Training

It is critical to acknowledge while training and education are similar, they functionally are not the same thing. Education focuses on cognitive learning whereas training's focus is on

behavioral learning (Beebe, 2007; Brandon & Hollingshead, 1999; Dobbs, 2006). Beebe states that training emphasizes each participant achieving a specified level of personal skill attainment rather than comparison to other participants. It is a closed system with clear right and wrong methods to perform tasks outlining how to perform skills with a prescribed, step-by-step approach. In addition, the trainer serves as a facilitator of learning, as opposed to a presenter, utilizing a five step approach. Beebe (2007) suggests trainers first tell trainees what they are going to be learning. Second, they should show or demonstrate what is going to be learned. Trainees are invited to try the process as the third step. In the fourth step the trainer provides encouragement and feedback to trainees. The fifth and final step is to provide corrective feedback which encourages improved performance.

Training also has the potential to increase human capital, considered a means by which businesses and organizations gain a competitive edge over others (Anitha & Thenmozhi, 2011). In economics, human capital represents the abilities and skills of any individual, especially those acquired through investment in education and training. Increased human capital not only increases the unique knowledge and skills of employees but adds value to the organization and greater likelihood of attaining organizational goals (Bills & Hodson, 2007; Tharenou, Saks & Moore, 2007). Human capital represents the resource based view of training.

There are other views of training, the behavioral perspective and cybernetic systems views. In the behavioral perspective training leads to employee behavior aligned with organizational goals. The cybernetic systems view focuses on training leading to organizational outcomes resulting in the knowledge, skills and abilities (competencies) necessary for behaviors to positively impact organizational outcomes (Tharenou, Saks & Moore, 2007).

## 2.5 What Constitutes Effective Training?

In addition to being competency based, there are additional traits to make training effective. Chen and Klimoski (2007) are concerned about training having an appropriate level of rigor. They state an effective training program should progress from needs assessment to instructional objectives and strategies to implementation and conclude with an explicit evaluation. This is echoed by Duhaney (2004) who addresses the importance of the instructional design process. The Whole – Part – Whole model discussed by Dobbs (2006) calls upon a combination of the cognitive and behavioral theories of instructional design. Bollinger, Supanakom, and Boggs (2010) suggest instructional design should emphasize; 1) attention – training is arousing and sustains attention and interests; 2) relevance – training is relevant to the learner's needs and goals; 3) confidence – training builds a positive attitude toward success or failure; and 4) learner satisfaction - training results in a feeling of satisfaction by trainees.

The importance of team work and the overall engagement of trainees are key parts of the training process (Chen & Klimoski, 2007; Chickering & Ehrmann, 1996; Delaney et al., 2012; Evans, 2008; Klane, 2009). In addition "working with peers toward a common goal or reward increases… [a team's] motivation to achieve" successful outcomes (Brandon & Hollingshead, 1999, p.112). Teamwork can be created through employee orientation (deBussy & Suprawan, 2012; Wanous & Reichers, 2000) and socialization (Ashforth, Sluss, & Saks, 2007; Griffin, Clella, & Goparaju, 2000; Haueter, Macan & Winter, 2003; Saks, Uggerslev, & Fassina, 2007), as well as designing collaborative learning experiences (Brandon & Hollingshead, 1999; Chickering & Ehrmann, 1999; Lucier, 2008).

Chickering and Ehrmann (1999) present seven "good practices" of learning which include frequent contact between students and faculty, reciprocity and cooperation among

students, active learning techniques, prompt feedback, emphasis of time on task, setting and communicating high expectations of performance, and a respect of diverse talents and ways of learning.

Ultimately, after determining the core competency profile the next key to effective training is design and development. Many models for design and development exist, including Understanding by Design (UBD), ADDIE, and SCID. UBD is often known as backwards design because the process starts with the desired student learning outcomes (Appleton et al., 2007). Designing lessons and creating assessments to provide evidence of the learning only come after the desired outcomes have been stated. ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. ADDIE, through a systematic and generic structure "provides educators with useful, clearly defined stages for the effective implementation of instruction" (Peterson, 2003, p.227) that has been shown to bring about dramatic changes in student outcomes and success (Shibley, I., Amaral, Shank, & Shibley, L., 2011). The third, the SCID model, is prevalent in the design of curriculums for Career and Technical Education and workforce development needs. "The process incorporates the critical tasks needed to develop competency-based curriculum and instructional materials for workforce development" (Appleton et al., 2007, p. 493).

While each model has its differences, there are similarities in the overall process including the importance placed on the use of assessments, both of specific training needs and as confirmation of knowledge acquisition, and some form of evaluation. Assessment identifies the gaps between what the specific job expects an employee to do and what the employee is actually doing (Anitha & Thenmozhi, 2011). A needs assessment ensures a training plan is aligned with an employee's knowledge and skills and the organization's objectives. It can change both the

objectives and the ultimate design of training (Lucier, 2008). Aside from needs, assessments also check for understanding and ability. Buerkett (2011) states both students and teachers benefit by the use of assessment, especially when both formative assessments – those checking for understanding, and summative assessments – those checking the accuracy and acquisition of skills upon completion of training, are utilized. While similar to formative and summative assessments, use of an evaluation after completion of training is essential (Chen & Klimoski, 2007; Guth & McDonald, 2004). It is helpful in determining if goals for training have been met and may support the need for additional training in the future (Lucier, 2008).

## 2.6 The Financial Commitment to Training and the Return on Investment

While training may increase human capital and has the goal of increased positive performance, outcomes, and alignment with organizational goals, it is important to acknowledge the financial commitment being made toward training each year. In the United States alone, it is estimated more than 20 billion hours are dedicated to formal training activities at a cost of nearly 60 billion dollars annually (Bills & Hodson, 2007; Cekada, 2010; Hamm, 2000). It is believed informal training activities, including professional development conferences, retreats, and other less structured training cost business and organizations up to an additional 180 billon dollars (Carnevale, 1999; Cekada, 2010; Hamm, 2000).

Cekada (2010) suggests only ten to 15 percent of training content delivered is actually retained after one year, which is a startling assertion. It may cause organizations to question the viability of training programs given the financial impacts due to travel expenses, loss of revenue, and limited time (Pang, 2009). Trainers and managers may explore other delivery methods for potential cost benfits including web based, blended, and flipped training (Bollinger, Supanakom & Boggs, 2010; Delaney et al., 2012; Dobbs, 2006; Liu, Chiang, & Huang, 2008; Vaughan,

2007). O'Malley, Marseille, and Weaver (2013) suggest cost analyses of training programs can be misleading when considering return on investment, especially when the outcomes and overall effectiveness of trainings differ. It is also encouraged decisions to move traditionally delivered training to web-based, blended or flipped delivery not be made just to save money as not everything is appropriate for these delivery methods ("Making training work", 2005). In situations where ceasing training is considered, it is important to ask the organization "What is the difference between the cost of no training, versus the cost of training?" (Cekada, 2010, p.33).

## 2.7 Socialization, Orientation, and Mentoring

Socialization of new employees to the organization ultimately impacts their ability to learn. What they learn is very important, but how they are socialized has substantive value over and above what they actually learn (Ashforth, Sluss & Saks, 2007). During training, employees also learn what the organization, supervisors, and peer group value which helps them learn how to be successful in their jobs (Haueter, Macan, & Winter, 2003). It is important to realize an organization can hurt newcomers' ability to learn if they use the wrong socialization tactics. This can happen by squelching attempts to engage in pro-active learning or hinder the effectiveness of other tactics (Griffin, Clella, & Goparaju, 2000).

Employee orientation is one way of socialization and is about the spirit in which employees are engaged by the organization (deBussy & Suprawan, 2012). Orientation is sometimes viewed as passive or institutionalized socialization (Ashforth, Sluss & Saks, 2007; Wanous & Reichers, 2007) as it is focused on education about the organization. Mentoring and coaching are other methods of socialization. Mentoring provides broad grooming for current and future roles. It helps move a competent performer to a master performer by providing career

related and psychological support to employees. (Baranik, Roling, & Eby, 2010; Stevens & Frazer, 2005).

On the other side, coaching is concerned with higher level direction or fine tuning of specific skills. Coaching serves a mission critical role for learning by transferring skills from the learning experience to workplace practice (Stevens & Frazer, 2005).

## 2.8 Learning as a Result of Training

"Current theory supports the insight that knowledge is more effectively learned in application through experiential or situated learning" (Bills & Hodson, 2007, p.266). In addition, newcomers appear to learn more through active rather than passive means (Ashforth, Sluss & Saks, 2007; Brandon & Hollingshead, 1999; Chickering & Ehrmann, 1999; Dobbs, 2006; El-Tannir, 2002; Klane, 2009) as in Piagetian cognitive development theory which asserts collaboration and interaction lead to active processing of information and ultimately modifies cognitive structure. By using a collaborative learning approach, group members are challenged to discover meaning by engaging with others to deepen thinking and understanding (Brandon & Hollingshead, 1999; Chickering & Ehrmann, 1999). Lucier (2008) believes the collaborative approach affords individuals an easier transfer of learning beyond one specific training session. Pang (2009) asserts business and organizations must focus on how to best use this cognitive approach, including collaborative learning practices, with constructivist design models to produce measurable outcomes. A constructivist approach emphasizes individuals must actively build knowledge and skills during the learning process (Pang, 2009). Closely related are inquiry and project based learning in which participants are actively engaged in a learning process which is based in curiosity (Buerkett, 2011).

By applying Bloom's Taxonomy to training we are able to develop a progression of learning outcomes designed to produce evidence of a learner's proficiency around the needs of the organization. Bloom's taxonomy is based on six specific steps; 1) knowledge – familiarity with subject matter; 2) comprehension – grasping the meaning; 3) application - using the material in new situations; 4) analysis- understanding structure and recognizing organization; 5) synthesis – putting parts together to form a new whole; and 6) evaluation – judging value and making choices (Robinson, 2009). In a training application, Bloom's Taxonomy could be simplified to represent knowledge, skills and attitudes (KSA's) terms often referred to in human resources.

## Chapter 3 Method

### 3.1 The DACUM Committee

As the DACUM process emphasizes interaction of group members and the importance of reaching consensus the selection of the DACUM Committee is extremely important. A DACUM is designed around bringing together five to 12 experts in the field to create this committee with a goal of developing a complete job profile which leads to a list of core competencies. With the relatively short history of the Alaska College and Career Advising Corps, and a limited number of current and previous College and Career Guides to reach out to, all 16 current and former Guides were invited to participate as members of the DACUM Committee. The response was extremely positive with 13 of the 16 making contact requesting more information. To be a member of the DACUM Committee, participants were required to be physically present in Anchorage during the entire duration of the committee meeting. This proved to be a challenge for some of the interested parties due to their current location, inability to travel to Anchorage, or having the required time available to attend. As a result, nine current and former guides agreed to participate.

### 3.2 Confidentiality

The Institutional Review Board at the University of Alaska Anchorage approved the DACUM Meeting for involvement of human subjects (Appendix A). After receiving a written letter to participate in the DACUM and a verbal invitation to current guides during a staff meeting they were asked to notify me by email to confirm their participation. Upon agreeing to participate in the DACUM, participants were sent the consent form (Appendix B) by e-mail to review. They were required to send an e-mail confirming receipt of the consent form and asked

to acknowledge receipt and review on the sign in sheet prior to the start of the DACUM Meeting on Monday, July 14.

3.3 The DACUM Meeting

Members of the committee were emailed a power point (Appendix C) outlining the steps and desired outcomes of a DACUM meeting as well as their specific responsibilities of the committee one week prior to the actual DACUM meeting date. The power point was designed with audio recordings embedded in each slide. Participants were able start the power point slide show and listen to the information be explained in more detail than what is available by simply reading the slides.

On the day of the DACUM meeting, the facilitator focuses on leading the committee members through the multi-task process with the ultimate goal of developing a comprehensive DACUM Chart. The tasks include:

1. Orientation of the Committee Members to clarify the process of a DACUM and each person's role in the process.
2. Brainstorming of the Whole Occupation in order for the facilitator to better understand the job, committee members are asked to brainstorm a list of what they do in this job.
3. Review of the job area in relation to other areas of the organization. By knowing the structure of the organization, participants will know exactly which positions and job functions are to be included in the DACUM analysis.
4. Elicit Duty Statements. These statements represent the broad areas of responsibilities in the job. These will serve as titles for associated tasks.
5. Determine Task Statements which are lists of the things done within various duty areas.

6. List general knowledge, skills and worker behaviors because it is important to acknowledge the knowledge, skills, and behaviors workers must have to successfully perform the job.
7. List tools, equipment, supplies and materials used in this job. By knowing the tools, equipment, supplies and materials an employee will be expected to use can influence the types or content of training programs designed.
8. List future trends and concerns related to this job. Looking at a job with an eye on the future allows a trainer or manager to know if the content of training should prepare an employee for new processes, machinery or regulations.
9. List acronyms and their meanings, especially if an acronym is used on the DACUM Chart, they must be defined to ensure it is understood by all parties involved.
10. Review and refinement of the initial brainstorm list this stage is important. By reviewing the initial brainstorm list participants are able to make sure the ideas behind each item had been represented on the DACUM Chart.
11. Refine duty and task statements to ensure they correctly represent the job, are structured properly, and all present.
12. Sequence task and duty statements as it is important that duty and task statements are organized properly; task statements follow the logical flow of work activities; and duty statements are organized by their relative importance.
13. Assess the DACUM Chart and review it based on the DACUM quality standards of a high quality DACUM chart.

## 3.4 DACUM Charts

The DACUM Chart (Appendix D) represents the outcome of the committee meeting. It provides the profile of core competencies a training program can be designed around. Based on the DACUM Committee's input and their work throughout the process the facilitator completes a chart that identifies the key duties of the job. Within each recognized duty area, a series of tasks representing the measurable activities an employee does when working in the duty area are listed. The chart also gathers other key information considered important to the responsibilities of the job including:

- Tools, Equipment, Supplies and Materials used in the job
- The future trends and concerns that may impact needs in an employee
- The Acronyms and their meaning that are commonly used in the job

Outside of facilitating the DACUM meeting the design and completion of the DACUM chart is the largest responsibility of the DACUM facilitator. The facilitator is not only responsible for completing the chart, they work to ensure the duty and task statements, as well as the overall quality of the chart comply with the high standards associated with a DACUM.

## 3.5 Verification of the DACUM Chart

A key aspect of a DACUM is verification of the content by experts in the field. These experts are not members of the DACUM Committee who brainstormed the content of the chart. This additional, smaller panel of experts is responsible for confirming, or refuting, the accuracy of content and the overall organization of duties and tasks on the chart.

# Chapter 4 Discussion

## 4.1 Limitations

As with most topics there are limits due to a variety of situations. One obvious limitation in this project was the distant placements of the population invited to participate in the DACUM Committee. ACAC Staff are located throughout the state of Alaska and return to Anchorage as a group only twice each year. The DACUM meeting coincided with previously scheduled staff training in July.

In addition, the population - current and former College and Career Guides - is small representing only 16 people. This required a high level of participation of the invited experts. Adding to the challenge, many former College and Career Guides, ACAC Alumni, are located throughout the United States compounding the difficulty of participation in the DACUM Committee. This group of staff are excellent candidates to verify the chart created by the committee.

An additional limitation was the DACUM process facilitator. Traditionally a DACUM is lead by a trained, certified DACUM facilitator who is familiar with the process and trained to encourage communication between committee members and direct the flow of the meeting. For this project, the process was lead by the researcher and author, who is not a certified DACUM facilitator.

ACAC is a program of the Alaska Commission on Postsecondary Education, an agency of the State of Alaska. As such there are certain requirements and limitations impacting training curriculum content and opportunities. In some situations there are required training topics having no clear relation to the College and Career Guide role, but it is a requirement for compliance. Additionally there may be policies and procedures of the agency or state that limit

potential curriculum design and delivery. These are a required part of training but may not be represented in the core competency profile of the DACUM chart.

## 4.2 The DACUM Experience

When I began researching employee training and the process of designing it, I was not aware of the DACUM process. After learning more about the process I decided it would be a beneficial way to create a framework to positively impact training for employees. In my role with the Alaska Commission on Postsecondary Education much of my responsibilities involve developing training programs for staff of the three programs I manage. At times I had caught myself determining training topics based on what I thought was interesting or would assist staff in performing their jobs. Staff would participate in multiple hours, or in some instances days of training only to discover in post-training conversations and evaluations that it was not as beneficial as I thought it would be. As I read more about DACUM the realization that designing training around competencies determined by experts had great potential to improve the effectiveness of training and ultimately staff performance.

Prior to facilitating this process, I was surprised to discover that a DACUM was traditionally scheduled to last two complete days. The fact that the facilitator was required to have specialized training and be certified to lead a group seemed excessive at first. While I was writing the project proposal, I had already determined I would be facilitating the DACUM meeting without being formally trained or certified. I felt I had more than enough experience facilitating other group processes, team building and brainstorming to manage what I understood to be a DACUM meeting. While I did not necessarily have difficulty facilitating the brainstorming activities, being trained in the DACUM process and practices could have aided the

flow of the process. Having a greater knowledge and experience in the process would have helped me to lead the group through the process more efficiently.

I was unable to dedicate two days with my panel of experts as is suggested in the design of a DACUM. Based on the availability of time and committee members I was limited to one, five hour session to accomplish the entire DACUM meeting. Following completion of the DACUM meeting I now see that a two day process would be preferable. Simply, the amount of information and activities involved require that much time to be done effectively without burning out committee members and pushing them to lose focus. In addition, by the time I started to compile the information from the meeting into the DACUM chart, I was physically and mentally exhausted.

Additionally I though having knowledge of the College and Career Guide position would make it easier to complete the DACUM during an impacted timeline. Yet again, I was mistaken. I would have benefited having minimal or no knowledge of the position. It was challenging to not get too involved in the actual brainstorm and attempt to provide input and direction to the responses. It was even more difficult when I was transferring the information to the DACUM chart. At times I found myself wanting to edit the task statements or modify the order of both task and duty statements determined agreed upon by team members, at even questioning some of the groups designated tasks.

One step in the process did end up being challenging and consumed more time than originally thought. Reviewing and sequencing the duty statements was the most challenging part of the process. Participants were attempting to sequence the statements based on the importance they placed each statement. This proved difficult as each College and Career Guide, based on the unique needs of their specific school placed a differing degree of importance on different

duties. After much discussion the group came to consensus that duties should be sequenced based on the amount of time spent on each duty instead of its perceived importance, which varied greatly due to location.

By design, DACUM activities are to use multiple flip chart pages to record the various brainstorm responses. These same sheets were used again for review and to refine the task and duty statements prior to sequencing them. This means distracting writing, scribbles and marks cluttering the page. I decided to use larger (8x6) post it notes® to record responses. These were not only easier to write on they made review, revision, and sequencing much easier. They could easily be moved to different places in the sequence without rewriting multiple pages.

As stated earlier, nine of 16 potential experts agreed to participate in the process. [Four who did not participate were interested in contributing but had schedule conflicts that made it impossible to participate, became became the expert verification group.] One was simply unavailable, and two did not respond. Guides who participated in the DACUM meeting were resoundingly positive about the experience. They found the process to be a great opportunity to refocus and prioritize the many different duties and tasks of being a College and Career Guide. Prior to the end of the DACUM meeting they unanimously suggested a process similar to this be included in training for returning staff. They felt it would aid them in setting goals and determining a plan for the year. In addition they were positive about the opportunity to be involved in developing the competency profile that will benefit those who come after them as College and Career Guides. They also appeared to have a great deal of fun with the process. I was encouraged and motivated by the passion and enthusiasm I observed, especially as I was able to see the synergy between committee members.

If the opportunity arose to use a DACUM in the future, I would seriously consider it. I found the process to not only accomplish the goal of creating a core competency profile while doing a complete job analysis it also engaged and energized the staff involved in it. I would, without question, employ a certified DACUM facilitator with others to provide support to record responses from participants and aid in review and revision of the content. I would also dedicate two complete days for the process. Overall, DACUM does have the potential to positively impact participants and improve their morale and feelings of value.

## Chapter 5 Conclusion

As attention continues to turn to training as a means to not only improve employee performance, but ultimately the success of an organization, the need for training to be tied to specific organizational goals and needs will continue. Currently, most training is being provided without an overarching framework to ensure the needs of the employee and organization are met. By designing training programs around specific core competencies, the likelihood of training improving employee skills, knowledge and behaviors leading to success in the job for the employee, and the organization.

There are multiple methods to determine core competencies. One method is the DACUM process. The DACUM process provided an affordable, quick, and easily completed means of developing a job analysis and profile of core competencies. This is accomplished by a trained DACUM facilitator leading a group of experts in identifying competencies required for the job. The facilitator develops a DACUM chart that provides a frame work of tasks and duties associated with the job that informs future training. In addition to the chart, the involvement of current employees as DACUM experts, can facilitate noticeable impacts to the level of ownership, pride and motivation of the employees involved.

The DACUM completed for this project will be used to inform the design and presentation of pre-service and in-service training programs for the ACAC College and Career Guides beginning with the 2014-2015 program year. It will allow future training to be streamlined and designed around targeted needs of the program and site schools.

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Appendix A Institutional Review Board Exempt Approval Letter

Research & Graduate Studies
UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508-4614
T 907.786.1099, F 907.786.1791
www.uaa.alaska.edu/research/ric

| | |
|---|---|
| DATE: | June 10, 2014 |
| TO: | Greg Monrad, BA |
| FROM: | University of Alaska Anchorage IRB |
| PROJECT TITLE: | [614184-2] Developing Core Competencies for Training of the Alaska College and Career Advising Corps |
| SUBMISSION TYPE: | Revision |
| ACTION: | EXEMPT APPROVAL |
| DECISION DATE: | June 9, 2014 |

Your Institutional Review Board (IRB) proposal meets the U.S. Department of Health and Human Services requirements for the protection of human research subjects (45 CFR 46 as amended/revised) as being exempt from full Board review. In keeping with the usual policies and procedures of the IRB, your research project is approved with suggested revisions. Thank you for the copy of these revisions.

Therefore, you have permission to begin data collection for your study. If this study goes beyond one year from the date of this submission, you will need to submit a Progress Report for approval to continue the research and please submit a Final Report at the end of your project.

Please report promptly proposed changes in the research protocol for IRB review and approval.

On behalf of the Board, I wish to extend my best wishes for success in accomplishing the objectives of your study.

Sincerely,

Dianne M. Toebe

Dianne M. Toebe, PhD

Research Integrity & Compliance Officer

Appendix B Participant Consent Form

# CONSENT FORM
## EVALUATION AND ASSESSMENT OF ADVISING CORPS TRAINING

**INTRODUCTION**

The purpose of this form is to provide you (as a prospective research study participant) information that may affect your decision to participate in this research and to record the consent of those who agree to be involved in the study.

**RESEARCHER**

You are being invited to participate by Greg Monrad, Graduate Student in the Master of Science in Career and Technical Education (MSCTE), University of Alaska Anchorage. This study is to complete the final requirements for the MSCTE degree. Dr. Jean Marcey serves as Mr. Monrad's advisor and can be reached at 786-6498 or jmarcey@uaa.alaska.edu.

**STUDY PURPOSE**

The purpose of the study is to determine a complete job analysis and competency profile for the Alaska College and Career Advising Corps College and Career Guide position. The competency profile is being completed for the development of competency based training and development programs.

**DESCRIPTION OF RESEARCH STUDY**

If you decide to participate you will participate in a process known as a DACUM Analysis. DACUM stands for **D**esigning **A C**urricul**UM** and involves working in a team to develop a comprehensive list of job duties and the skills, knowledge and abilities required to perform that job at a high level of. In addition the team will look at tasks and responsibilities of the position and determine the importance, frequency and difficulty of gaining the appropriate skills. The process will involve being a member of a small team of five to 12 current and previous College and Career Guides participating in the facilitated brainstorming activities on

**Monday, July 14, 2014 from 12:00 p.m. to 5:00 p.m. (5 hours total)**

**Alaska Commission on Postsecondary Education Success Center**

**800 E. Dimond Blvd, Suite 200 – Anchorage, AK 99515**

A follow up email outlining the results of the brainstorm session will be shared by e-mail on **Tuesday, July 15, 2014** to allow comments on accuracy and clarity. Responses will be required no later than **Wednesday, July 16, 2014.**

The names and titles of all DACUM participants will be listed on the cover page of the DACUM report.

**RISKS**

There are no known risks from taking part in this study, but in any research, there is some possibility that you may be subject to risks that have not yet been identified.

**BENEFITS**

Although there may be no direct benefits to you, potential benefits exist that could impact the content and delivery of training for future Advising Corps Staff.

**CONFIDENTIALITY**

Information obtained through this process will be shared anonymously. The results of this research study may be used in reports, presentations and publications. The researcher will not attribute responses to any participants by name or any other identifying factor. Activities are done as a group and do not request or require names or any other identifying information. Participants will be listed on the cover page of the DACUM report, but in no other portion of the data, notes or reporting.

**WITHDRAWL PRIVILEGES**

Your participation in this study is completely voluntary and it is OK for you to elect to not participate. Your participation will include five hours on Monday, July 14, 2014. You will also be sent a follow up e-mail on Tuesday, July 15, 2014 with any follow up comments or clarifications needed by 5:00 p.m. on Wednesday, July 16, 2014. No future communication/ requests related to your participation will be made.

**COSTS AND PAYMENTS**

There is no cost to participants in this study. In addition, participants will be offered a $25.00 Amazon.com gift card at the completion of the DACUM meeting on July 14, 2014 as a thank you for participation. Participants will also receive lunch on July 14.

**VOLUNTARY CONSENT**

Any questions you have concerning your participation in the study, before or after your consent will be answered by Greg Monrad at gbmonrad@gmail.com, (907)250-4553. If you have any questions or concerns about your rights as a research participant, please contact Dr. Dianne Toebe, Compliance Officer, at (907) 786-1099.

This form explains the nature, demands, benefits and any risk of the project. By electing to participate you agree knowingly to assume any risks involved. **Remember, your participation is voluntary**. You may choose not to participate without penalty or loss of benefit. You are not waiving any legal claims, rights or remedies. You do not need to sign this form. If you elect to participate you will be asked to acknowledge receipt and review of this consent form on July 14, 2014 before the DACUM begins.

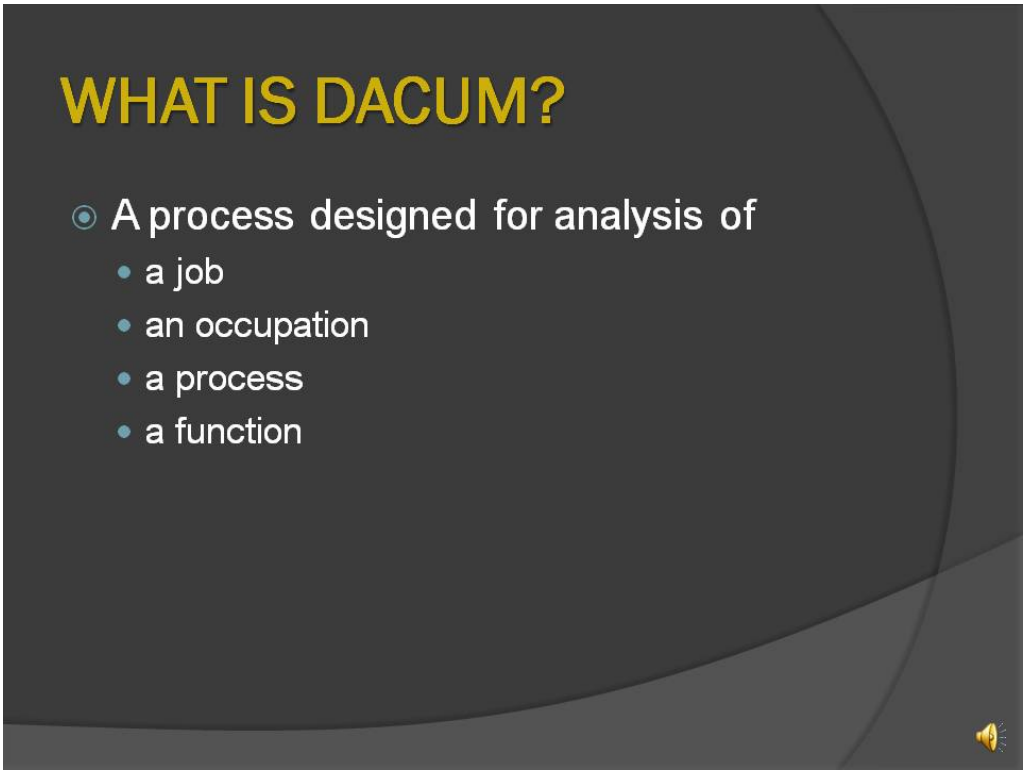
**INVESTIGATOR'S STATEMENT**

"I certify that I have explained to the above individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study, have answered any questions that gave been raised, and have witnessed the above signature(s). These elements of Informed Consent conform to the Assurance given by the University of Alaska Anchorage to the office of Institutional Research to protect the rights of human subjects. I have provided (offered) the subject/participant a copy of this signed consent document.

_____ _____

Greg B. Monrad, Investigator Date

Appendix C DACUM Orientation Power Point

## PHILOSOPHY OF DACUM

- Use Experts in the field (workers)
- Able to describe and define the job more accurately than anyone else.
- Experts define the job by precisely identifying the duties and tasks workers perform.
- Any occupation can be effectively described in terms of duties, tasks, knowledge, skills, tools and behaviors required to perform the job.

## WHO USES? WHY USE?

- Educators
- Industry Trainers and Managers
- Agencies

- DACUM IS…
  - Effective
  - Relatively quick
  - Low Cost

## DESIRED OUTCOMES OF A DACUM

- Precisely Stated job Duties and tasks
- Organized lists of
  - General knowledge and skills
  - Desired worker behaviors
  - Tools, equipment, supplies, and materials
  - Future trends and concerns
  - Acronyms

## THE DACUM PANEL

- 5 to 12 Experts in the field
- Facilitator and Assistants

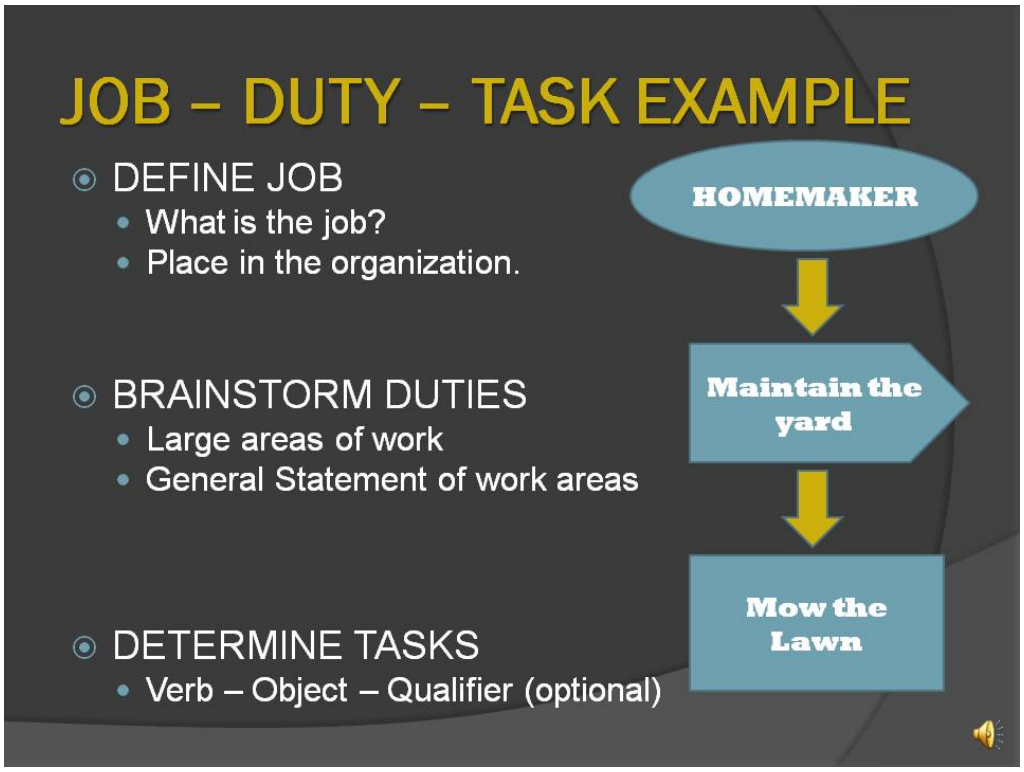
- The panel works together to ultimately develop a complete job analysis outlining competencies required to perform the job.

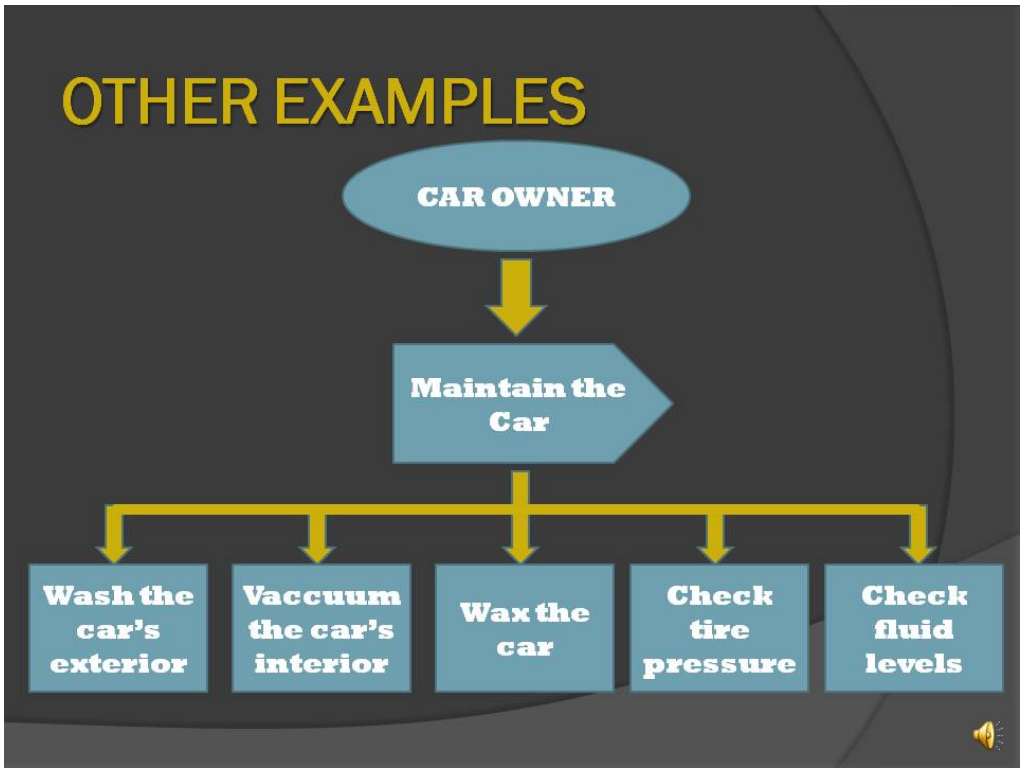
# KEY TERMS IN DACUM - DUTIES

- DUTIES – general statements of work performed.
  - Describes large area of work
  - Becomes a title for a cluster of related tasks
  - Is a meaningful, stand alone statement without specific reference to a job.
  - Consists of a verb, noun, and potentially a modifier.
  - Usually 6 to 12 tasks fall under each duty.

# KEY TERMS IN DACUM - TASK

- TASKS – specific, observable units of work that fall under duty areas.
  - Smallest unit of work with a useful outcome
  - Represents a product, service, or decision
  - Assignable unit of work
  - Definite beginning and end
  - Observable and measurable
  - Does not need to be performed with other tasks


JOB – DUTY – TASK EXAMPLE
DEFINE JOB
What is the job?
Place in the organization.
BRAINSTORM DUTIES
Large areas of work
General Statement of work areas
DETERMINE TASKS
Verb – Object – Qualifier (optional)
HOMEMAKER
Maintain the yard
Mow the Lawn


OTHER EXAMPLES
CAR OWNER
Maintain the Car
Wash the car's exterior
Vaccuum the car's interior
Wax the car
Check tire pressure
Check fluid levels

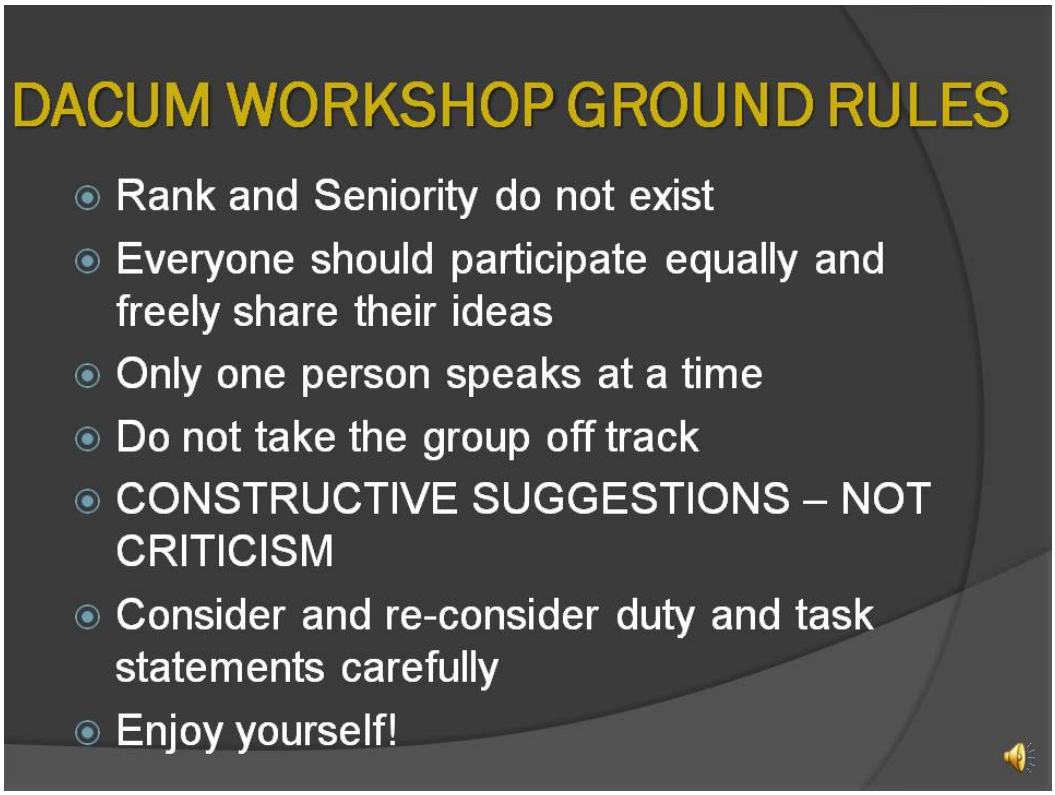
# OTHER PARTS OF PROCESS

- List of Knowledge and Skills required to perform job
- List worker behaviors
- List tools, equipment, supplies and materials used in the job
- List future trends and/or concerns
- List acronyms and their meanings
- Develop sequence for duties and tasks that represent the logical flow of the job

# FINAL PRODUCT

- DACUM CHART

| | | | | | |
|---|---|---|---|---|---|
| A | DUTY A | A-1 Task | A-2 Task | A-3 Task | A-4 Task |
| B | DUTY B | B-1 Task | B-2 Task | B-3 Task | B-4 Task |
| C | DUTY C | C-1 Task | C-2 Task | C-3 Task | C-4 Task |
| D | DUTY D | D-1 Task | D-2 Task | D-3 Task | D-4 Task |


DACUM WORKSHOP GROUND RULES
Rank and Seniority do not exist
Everyone should participate equally and freely share their ideas
Only one person speaks at a time
Do not take the group off track
CONSTRUCTIVE SUGGESTIONS – NOT CRITICISM
Consider and re-consider duty and task statements carefully
Enjoy yourself!

# DACUM Research Chart for College and Career Guide

**DACUM Panel**

Nathaniel Betz
Program Coordinator – Alaska Department of Commerce, Community and Economic Development
Former College & Career Guide - Bethel
Bethel, AK

Krystal Garrison
Training/Development Specialist – ACPE
Former College & Career Guide – Seward
Anchorage, AK

Misty Klodt
Transition/Completion Supervisor - ACPE
Former College & Career Guide - Service
Anchorage, AK

Emily (Cotton) Knight
College & Career Guide – Soldotna
Soldotna, AK

Jesse Manchester
College and Career Guide – North Pole
North Pole, AK

Aneliese Palmer
College and Career Guide – Bartlett
Anchorage, AK

Bryan Rivera
College and Career Specialist – ACPE
Former College & Career Guide - Kodiak
Anchorage, AK

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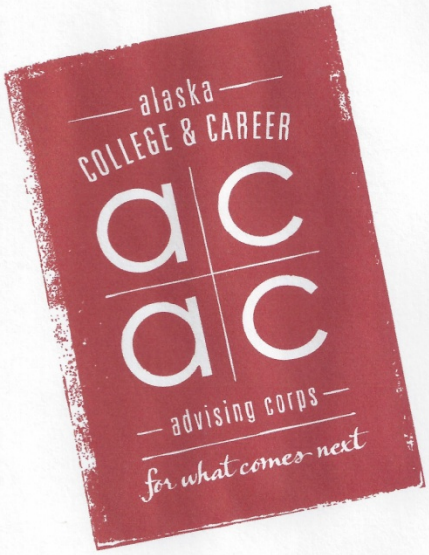


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## DACUM Research Chart for ACAC College & Career Guide (Near Peer Mentor)

**DUTIES** ← **TASKS** →

| | | | | | |
|---|---|---|---|---|---|
| **A** | **Educate on Postsecondary Education Topics and Processes** | **A-1** Identify common challenges and mitigate through ACAC Activities | **A-2** Present innovative, targeted workshops at the school | **A-3** Clarify and discuss the diverse postsecondary options available to students (types of postsecondary education opportunities) | **A-4** Provide accurate information about postsecondary options |
| **B** | **Engage and Inspire Students to Promote a College Going Culture** | **B-1** Develop relationships with students around postsecondary issues | **B-2** Develop trust with students by sharing personal postsecondary story | **B-3** Communicate the importance/benefits of attending postsecondary ed | **B-4** Initiate meaningful dialogues about postsecondary education and career opportunities w/students |
| **C** | **Facilitate completion of Postsecondary Access Tasks by Students** | **C-1** Work with students to Indentify students postsecondary goals and concerns | **C-2** Identify student needs, obstacles and opportunities related to postsecondary ed | **C-3** Assist in developing plans to achieve postsecondary goals and objectives | **C-4** Guide students through the postsecondary awareness and application requirements (research, match/fit, application, entrance exams, financial aid options) |
| **D** | **Manage Student Records and Data** | **D-1** Develop a strategy for collecting student data | **D-2** Familiarize self with functionality of program activities database | **D-3** Collect students data through surveys, interviews and events | **D-4** Be diligent in collecting data on interactions and students progress | **D-5** Input data in data collection tool accurately and timely |
| **E** | **Coordinate Events and Workshops** | **E-1** Determine goals for workshops and events | **E-2** Identify target audience for workshop or event | **E-3** Coordinate event logistics to include: time, date, location | **E-4** Determine, seek approval for, and expend budget | **E-5** Recruit and train volunteers and partners as needed |
| **F** | **Integrate role into the greater school community** | **F-1** Maintain up-to-date knowledge on program mission and goals | **F-2** Understand existing services at school to determine their role | **F-3** Participate in school-wide events | **F-4** Develop a successful relationships with staff and administration | **F-5** Develop relationship and encourage parental participation |
| **G** | **Develop Program Materials and Resources** | **G-1** Assess what resources are needed and determine if it is new item or revision of an existing one | | **G-2** Abide by regulations, policies and procedures, and design guidelines | **G-3** Research and identify National Best Practices | **G-4** Create appropriate content and curriculum |
| **H** | **Foster and Maintain beneficial relationships and partnerships** | **H-1** Identify potential partners supportive to the mission | **H-2** Identify and evaluate opportunities for collaborations | **H-3** Pursue appropriate partnership opportunities and relationships | **H-4** Communicate program benefits and outcomes | **H-5** Distribute informational materials to potential partners |
| **I** | **Promote and Market the AK Advising Corps and AK Commission on PSE** | **I-1** Embrace and promote the mission and goals of the organization | **I-2** Conduct targeted outreach to program stakeholders | **I-3** Abide by program specific branding standards and design guidelines | **I-4** Establish and follow a communication plan and timeline | **I-5** Locate ideal delivery method and placement of marketing materials |
| **J** | **Comply with applicable Laws, Regulations and Policies and Procedures** | **J-1** Complete required training on laws, regulations and policy/procedures | **J-2** Abide by Federal and State policies/procedures, laws and regulations | **J-3** Abide by ACPE and ACAC policies, procedures and standards | **J-4** Review and follow individual school regulations | **J-5** Seek proper review and approval of materials |
| **K** | **Continue Professional Development Activities** | **K-1** Participate in annual program pre-service training. | **K-2** Participate in in-service meetings, webinars, workshops and conferences | **K-3** Solicit and apply employer, mentor, and student feedback | **K-4** Review and discuss professional literature and research | **K-5** Network with colleagues |

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| **A-5** Discuss methods of funding postsecondary education | **A-6** Inform on the academic rigor required for PSE admissions | **A-7** Provide one-to-one and small group advising/counseling sessions | **A-8** Host parent information sessions and workshops | **A-9** Inform staff/faculty on appropriate postsecondary access trends and issues | | |
| **B-5** Assist students in visualizing themselves as a success in college | **B-6** Encourage students to take ownership of their own future | **B-7** Identify and utilize student peer networks to share message and information about postsecondary education | | **B-8** Create messages to support a College Going Culture (Boards, etc.) | **B-9** Involve respected staff in the college going dialogue. | **B-10** Develop and utilize a mentor network for students to work with |
| **C-5** Elicit support and assistance (as appropriate) from parents | **C-6** Monitor and evaluate student progress and hold students accountable for progress on Postsecondary Education tasks | | **C-7** Assist students in finalizing Postsecondary Enrollment Processes and completing all requirements to enroll | | | |
| **D-6** Use outcomes data to inform future strategies and programs | **D-7** Share data with site supervisor and stake holders as is appropriate | **D-8** Practice confidentiality when working with personal identification | | | | |
| **E-6** Appropriately utilize provided workshop structures, frameworks, and resources to address need | | **E-7** Develop and implement plan to market events | **E-8** Gather required resources and materials | **E-9** Practice information and content prior to the scheduled time | **E-10** Collect, process and review data to inform program design and activities | **E-11** Assess the success and impact of the events |
| **F-6** Develop and maintain relationships with community organizations that are active in school activities | | | | | | |
| **G-5** Identify student interests, fads, and trends to inform material design | **G-6** Revise and update existing materials as needed to ensure relevancy | **G-7** Contribute knowledge and skills to programmatic best practices | **G-8** Share materials with other staff and colleagues | | | |
| **H-6** Develop and maintain a database of work based contacts and partners | **H-7** Maintain open lines of communications with partners | **H-8** Support partner's initiatives and programs | **H-9** Recognize the contributions of partners | **H-10** Remain open to new and different opportunities | | |
| **I-6** Differentiate ACAC Program Services and similar services provided by other sources external to the ACAC program | | | | | | |
| **J-6** Comply with standards for protection of Protected Personal Information | | **J-7** Follow correct procedures for storage and disposal of confidential information | | | | |
| **K-6** Review pertinent Educational Websites | | | | | | |

## General Knowledge and Skills

Computer Skills
Communication Skills (Verbal)
Communication Skills (Written)
Stress Management Skills
Program development Skills
Listening Skills
Organization Skills
Leadership Skills
Analytical Skills
Presentation Skills
Critical Thinking Skills
Appropriate Federal Laws
Appropriate State Laws
Community Resources
Financial Literacy
Budgeting Skills
Benefits of Postsecondary Ed.
Postsecondary Opportunities
Postsecondary Applications
Postsecondary Financial Aid
Career Exploration
School Exploration
Problem Solving Skills
Evaluation Skills
Counseling/Advising Skills
Research and Development
Observation Skills
Marketing Skills
Coalition Building
Analytical Skills
Networking Skills
Social Media/Networking
Documentation Skills
Trends in Postsecondary Ed.
Personal Experience w/ Postsecondary Process
Unaccompanied/Homeless/Foster Care Youth Resources
Ice Breakers
Public Speaking Skills
Classroom Management
People Skills

## Tools, Equipment, Supplies and Materials

Computer
Telephone/Cellular Telephone
SMART Board/Multimedia
Copier
Basic Office Supplies
Classroom
e-mail
Postsecondary Games
Scanner
Voicemail
Camera
Desk, Chairs, file cabinets
Bulletin Boards
Laminator
Postsecondary Resource Books
Posters, Flyers and Brochures

## Worker Behaviors

Self starter
Self-directed
Adaptable
Positive
Observant
Sensitive
Persuasive
Tactful
Loyal
Positive Attitude
Open-Minded
Discreet
Sociable
Confidential
Professional Appearance
Resourceful
Risk Taker
Accept Criticism
Accept Failure
Diplomatic
Personable
Assertive
Leader
Enthusiastic
Empathy
Creativity/Innovative
Honest
Self-Confident
Supportive
Dependable/ Reliable
Accountable
Responsible
Sense of Humor
Non-partisan
Team Player
Ethical
Accept Failure
Diplomacy

## Future Trends and Concerns

National, State and Local economic conditions
Internet use and abuse
Relationship with partners
Straying from stated mission
Diversity
Appropriate relationships
Substance use and abuse
Funder Expectations
Greater outside control
Site Supervisor Involvement
Technology Changes
Work Ethic
State hiring requirements
At-Risk Students
Future Staff Hiring/Placement
Future funding models
English Language Learners
Change in Management
Safety in Schools

## Acronyms and their meaning

| | |
|---|---|
| ACAC | Alaska College and Career Advising Corps |
| CAC | College Advising Corps |
| WICHE | Western Interstate Commission on Higher Education |
| ED | US Department of Education |
| APS | Alaska Performance Scholarship |
| PELL | Pell Grant |
| PLCP | Personal Learning and Career Plan |
| ASEL | Alaska Supplemental Education Loan |
| PSE | Postsecondary Education |
| AP | Advanced Placement |
| ACT | American College Test - College Entrance Exam |
| GPA | Grade Point Average |
| AA | Associate of Arts Degree |
| AS | Associate of Science Degree |
| BS | Bachelor of Science |
| BFA | Bachelor of Fine Arts |
| DD | Decision Day |
| MM | Money March |
| CGS | College Goal Sunday |
| ACACDB | Alaska College and Career Advising Corps Database |
| WUE | Western Undergraduate Exchange |
| COA | Cost of Attendance |
| APR | Annual Performance Report |
| PTA/PTSA | Parent Teacher (Student) Association |
| ACPE | Alaska Commission on Postsecondary Education |
| CACG | College Access Challenge Grant Program |
| DEED | Department of Education and Early Development (AK) |
| FAFSA | Free Application for Federal Student Aid |
| AEG | Alaska Education Grant |
| SAR | Student Aid Report |
| AKCIS | Alaska Career Information Systems |
| TEL | Teacher Education Loan |
| CTE | Career and Technical Education |
| SAT | Scholastic Aptitude Test - College Entrance Exam |
| CSS | College Scholarship Service Profile |
| GE/GUR | General Education/University Requirement |
| AAS | Associate of Applied Arts Degree |
| BA | Bachelor of Arts |
| BBA | Bachelor of Business Administration |
| NCES | National Center for Education Statistics |
| CAW | College Application Week |
| FF | FAFSA February |
| TQ | Travel Questionnaire |
| NCHEMS | National Center for Higher Education Management Systems |
| EFC | Expected Family Contribution |
| MOA/U | Memorandum of Agreement/Understanding |
| PSAT | Pre-Scholastic Aptitude Test |
| HSGQE | High School Graduation Qualification Exam |